Response to Intervention in MSD of Pike Township

Fidelity of Core Literacy Curriculum & Instruction
"The *Thrill* of Getting There!"

Eagle Creek Elementary Staff

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Components to Consider

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsivity
- Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:
- Small Group

Tier I:
- All Students
- Preventative, Proactive

Intense, Individualized Support

Targeted, Supplemental Supports

Core Curriculum, Instruction, and Learning Environment

Services across tiers are fluid and data-driven

District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team
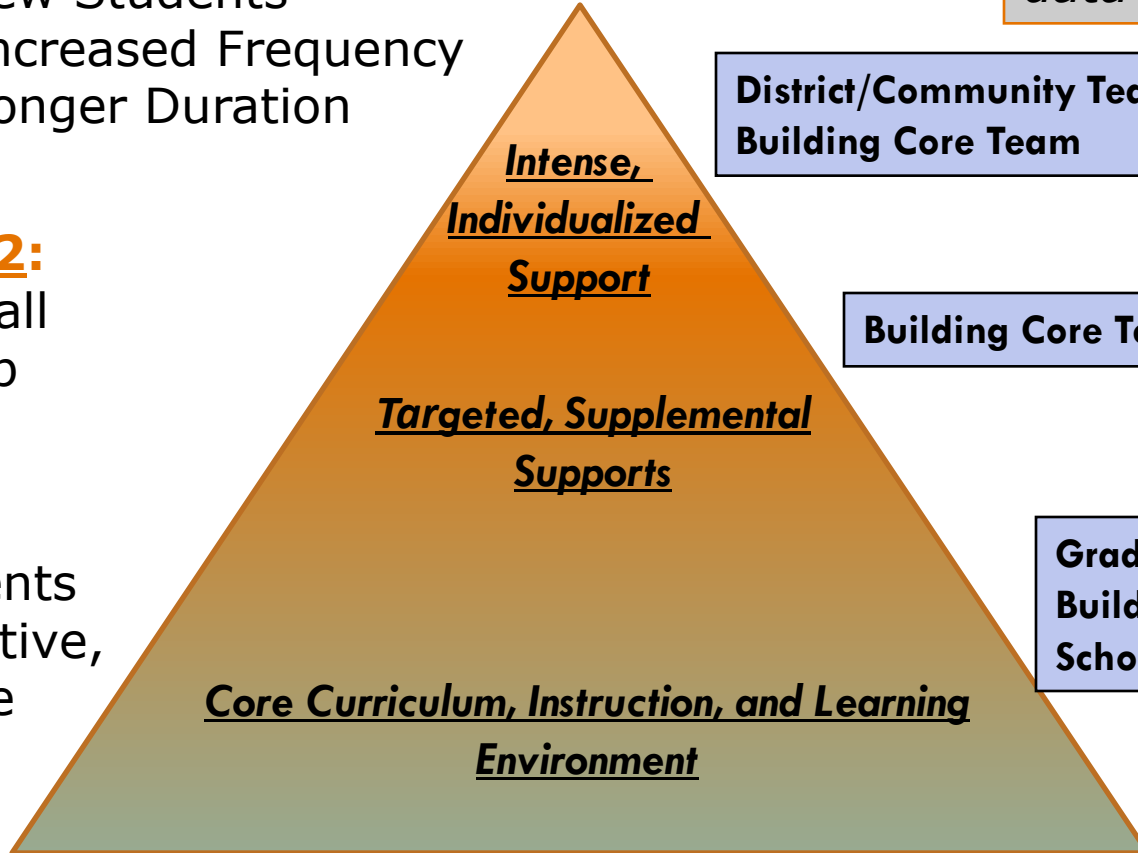
Preview: Connecting My Presentation to Indiana's Vision of RTI

- Laying the Foundation

- Overview of RtI at Eagle Creek Elementary

- Focus on Fidelity

- Checks and Balances (Collaborative Processes)

2006-2007 School Year

- Professional Development
  - Knowledge of RtI
  - Skills needed
  - Beliefs and Attitudes

  - Used Book Study approach:
    - Response To Intervention

- End of Year "Training"
  - Problem Solving Method
  - Roles of CORE Team members
  - CORE Team Procedures
  - Use of technology to support RtI

2007-2008 School Year

- School Staff In-service
  - RtI
  - 3 Tiered System
  - Problem Solving Method
  - CORE Team Procedures
  - Data collection
  - Progress Monitoring
  - Interventions

- Universal Screening
  - DIBELS K-5
  - Evaluation of RtI process and changes needed for next year
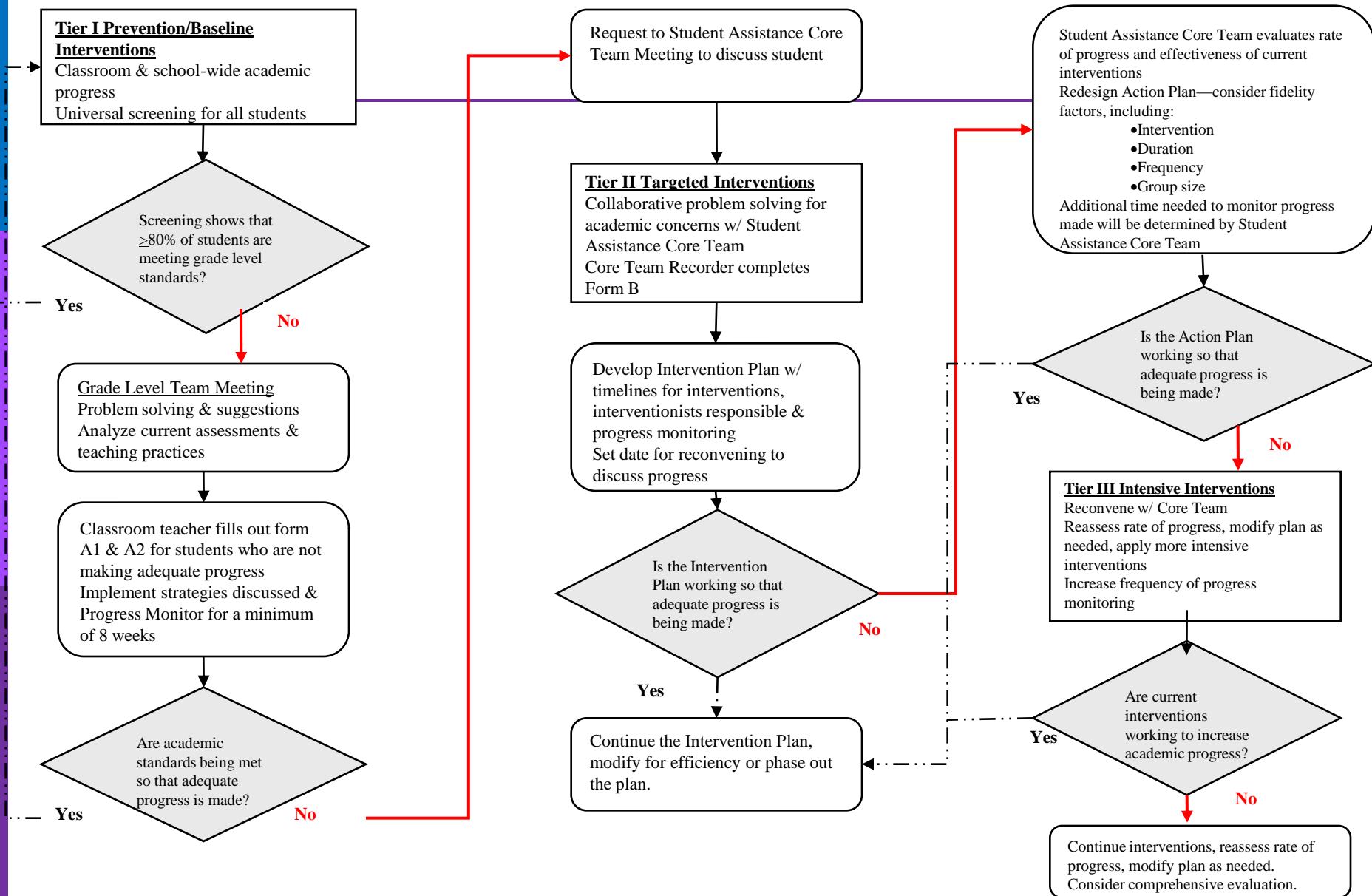
2008-2009 School Year

- Tier I Interventions, data collection, progress monitoring
- Use of district RtI forms and use of technology
- Data collection (individual, school wide, district wide)
- Ongoing teacher in-service
- Perfecting procedures in place

MSD of Pike Township Tiered Systems Flow Chart for Academics

Tier I Prevention/Baseline Interventions
Classroom & school-wide academic progress
Universal screening for all students

Screening shows that ≥80% of students are meeting grade level standards?

Yes

No

Grade Level Team Meeting
Problem solving & suggestions
Analyze current assessments & teaching practices

Classroom teacher fills out form A1 & A2 for students who are not making adequate progress
Implement strategies discussed & Progress Monitor for a minimum of 8 weeks

Are academic standards being met so that adequate progress is made?

Yes

No

Request to Student Assistance Core Team Meeting to discuss student

Tier II Targeted Interventions
Collaborative problem solving for academic concerns w/ Student Assistance Core Team
Core Team Recorder completes Form B

Develop Intervention Plan w/ timelines for interventions, interventionists responsible & progress monitoring
Set date for reconvening to discuss progress

Is the Intervention Plan working so that adequate progress is being made?

Yes

No

Continue the Intervention Plan, modify for efficiency or phase out the plan.

Student Assistance Core Team evaluates rate of progress and effectiveness of current interventions
Redesign Action Plan—consider fidelity factors, including:
- Intervention
- Duration
- Frequency
- Group size
Additional time needed to monitor progress made will be determined by Student Assistance Core Team

Is the Action Plan working so that adequate progress is being made?

Yes

No

Tier III Intensive Interventions
Reconvene w/ Core Team
Reassess rate of progress, modify plan as needed, apply more intensive interventions
Increase frequency of progress monitoring

Are current interventions working to increase academic progress?

Yes

No

Continue interventions, reassess rate of progress, modify plan as needed.
Consider comprehensive evaluation.

Team Roles

- **Facilitator**- Facilitates the meeting

- **Recorder**- Records all of the information

- **Logistics Coordinator**-Keeper of records

- **Member**-Grade level liaison / Participate during meeting

# Grade Level Liaisons

- CORE team member assigned to a specific grade level
- Attend grade level meetings to discuss strengths and challenges, suggest teaching/behavior interventions, and discuss paper work
- After implementation, student is monitored by liaison
- If adequate progress has not been made, the grade level liaison presents this student to the CORE team to be placed on the calendar to be considered for discussion at an upcoming CORE Team Meeting

Primary Intervention Hour
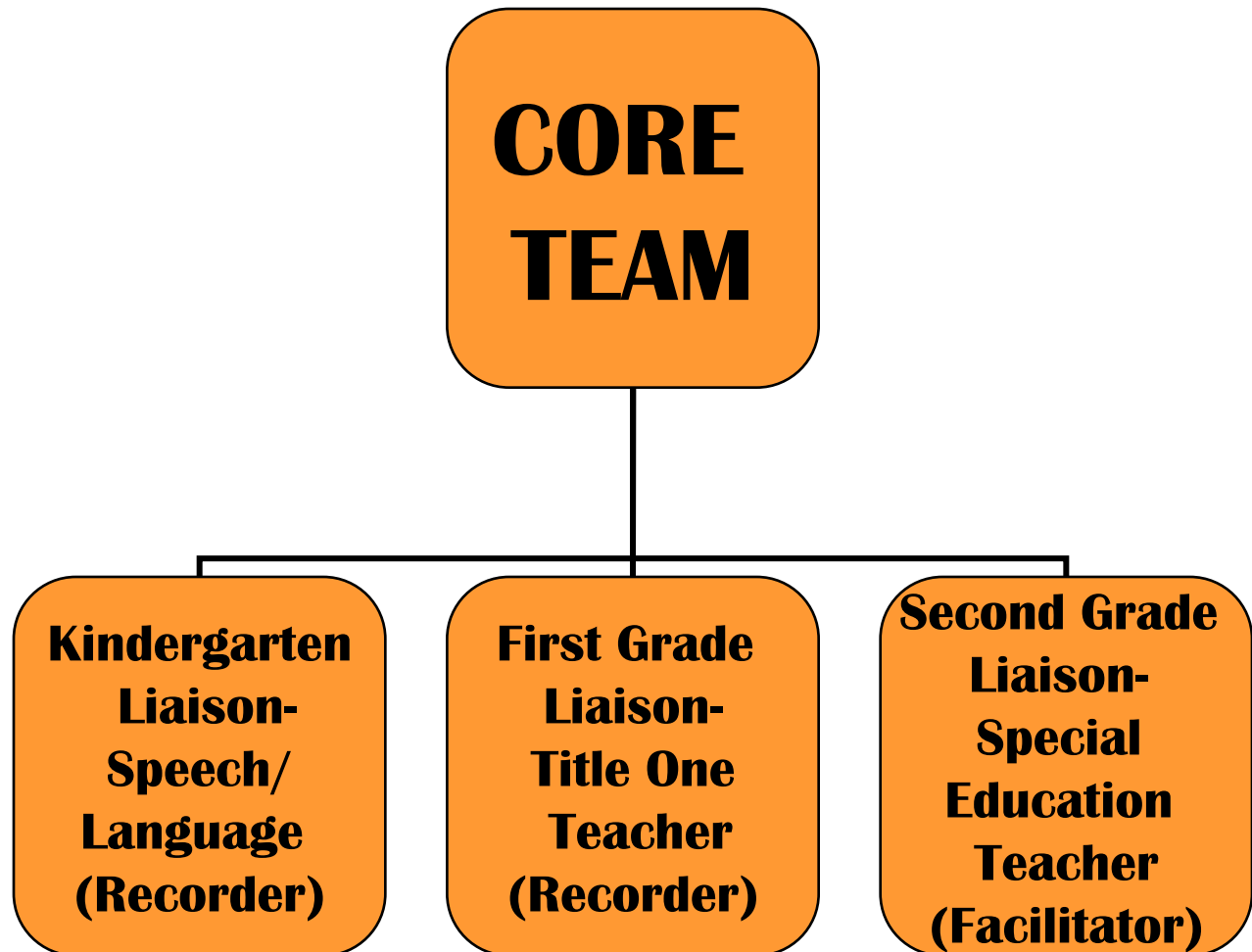
RtI Model at ECES

- Ramp up first month of services
- Strong classroom support- 1 Interventionist per room
- Established "Power Hour"
- Complete DIBELS assessments
- Flexible grouping

Power Hour Overview

- Grouping
- Specific Need
- What interventions to be used?
- Specific Skill Grouping

How do we Tier?

- Where is the student currently achieving?

- How long have Tier 1 strategies been in place?

- What has been successful? What has been a challenge?

CORE Team Referrals

- The grade level liaison works in unison with classroom teacher
- Fidelity checklists are reviewed and discussed
- If the interventions aren't successful, the grade level liaison reports back to the team

"Rules" for Decision-Making

- Weekly meeting to review student progress
- Progress monitor (every 3 wks.)
- Plot & analyze data points
  - Responsive (continue intervention)
  - Somewhat Responsive (continue, modify or intensify intervention)
  - Unresponsive (change, modify, or intensify intervention)

Struggles and Challenges

- Parent Concerns
  - What is RtI?
  - Testing vs. RtI
  - Parent request
- Fidelity by Teachers
  - Reviewed by staff
  - Discussed at grade level meetings

Fidelity of Instruction

- Fidelity of Core Curriculum (Tier 1)
  - Model for Effective Instruction
  - Balanced Literacy Guide
  - Fidelity Checklist
- Fidelity of Interventions (Tier 2 & 3)
  - Intervention Implementation Fidelity Checklists
  - Follow Up documentation/meeting

Collaborative Process

- Liaison Meetings
  - Grade level concerns (data)
  - Intervention ideas
  - Referral to Core Team
- Weekly Interventionist Meetings
  - Review data
  - Determine Interventionist groups
- Data Decisions
  - Responsive – continue or stop intervention
  - Somewhat Responsive – continue or intensify intervention
  - Unresponsive – change, modify, or intensify intervention

Next Steps

- Use Fidelity Self-Assessment to plan for future needs
- Strengthen routine practices for implementation of tiered services
- Develop fidelity checklists for Math and Behavior
- Strengthen communication and parent understanding of tiered services

Take Home: Connecting My Presentation to Indiana's Vision of RTI

- Established a framework for prevention & intervention of Tiered Services (RtI)

- Focus on fidelity of evidenced-based core curriculum, instruction, & interventions/extensions

- Data-based decision-making